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ments which make children's homes happy, and not on the principle of rendering a prison dreadful. Every step towards home-life in them is something gained. Every piece of prison machinery or apparatus is so much lost.

Miss Carpenter's book on "Reformatory Schools," published in 1851, is a very valuable collection of information. She continues the subject, very thoroughly and practically, in this volume.

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- 3.—*Elements of Character.* By MARY G. CHANDLER. Boston: Crosby, Nichols, & Co. 1854. 16mo. pp. 234.

THIS is a book full of good sense, carefully digested, and so arranged as to be indeed available as a book of education,—as very few books of education are. The difficulty with such works is, in general, that the people who need them most will not read them. That difficulty is met here as far as it well can be; for though there is no pretence at gilding a pill, and no Miss Grace Goodchild is introduced whose character is formed by the process recommended, the essays are eminently readable, and the training which the author pleads for is practically illustrated, and made so clear as to give at every corner hints for every-day life.

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- 4.—*Field-Book for Railroad Engineers.* By JOHN B. HENCK, A. M., Civil Engineer. New York: D. Appleton & Co. 1854. 12mo. pp. xvi., 243.

WE hardly know how, in a few words, to do justice to the merits of this little book. If Mr. Henck had given us a purely scientific treatise, we should feel that he was going over ground already well surveyed by some of his predecessors, and the only credit to be claimed would be that which is due to the introduction of new matter, or better methods of investigation. If, on the other hand, he had followed the usual routine of field-books, he would have done injustice to himself and to his profession. The rapid multiplication of railroads has of late years drawn many engineers into the field without any previous preparation. By the aid of a field-book, such persons are enabled mechanically to perform the requisite processes, and with this they are content, without stopping to inquire into the reasons for what they are doing, or to investigate the formulæ which they use. As a consequence, the field-